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ABSTRACT

In an effort to provide information for the development and implementation of continuing education programs for community college librarians, a survey was conducted in February 1979 to determine: (1) the educational backgrounds of community college librarians in the southeastern United States, (2) their work experiences, (3) their continuing education needs, (4) the perceptions of community college library directors with regard to the continuing education needs of their librarians, and (5) the formats, subjects, and types of activities that would meet these needs. A total of 262 librarians and 116 library directors were surveyed using two field-tested questionnaires. Major findings, based on responses from 228 librarians and 102 library directors, indicated that 85% of the librarians held a Master of Library Science degree and that 60% possessed less than 11 years of library experience. Librarians and directors agreed on 36 of the 38 questions related to continuing education needs. Two- or three-day workshops held within a 100-mile radius of their community college were their first choice for continuing education activities. Librarians and directors expected library associations or local universities to sponsor continuing education activities. The survey report provides a review of the literature dealing with continuing education for community college librarians and provides four models for workshops and courses. A bibliography is included. (JP)

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Continuing Education for Southeastern Community College Librarians

MARCIA J. FALLON

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1979

JC 790 502

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I am grateful to my friends and family who supported my research with interest and tolerance of the many hours I devoted to studying. My gratitude to Mary Wojtaszek, my typist, who rushed to meet deadlines and displayed an interest in every phase of the project.

Abstract of a Major Applied Research Project
Presented to Nova University in Partial Fulfillment of the
Requirements for the Degree of Doctor of Education

CONTINUING EDUCATION FOR SOUTHEASTERN COMMUNITY COLLEGE LIBRARIANS

by
Marcia J. Fallon

May, 1979

The continuing education needs of southeastern community college librarians were examined in this study. Descriptive research was employed to complete the study. These research questions were addressed: (1) What are the educational backgrounds of community college librarians in the southeastern United States? (2) What are the work experiences of southeastern community college librarians? (3) What do these librarians perceive as their continuing education needs? (4) What do their library directors perceive as continuing education needs of their librarians? (5) What continuing education workshops and courses will meet these needs effectively?

Answers to these questions were obtained by surveying southeastern community college librarians and library directors. Population for the survey of librarians consisted of all 262 librarians in publicly supported community colleges in southeastern states eligible for membership in the Southeastern Library Association: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina,

Tennessee, Virginia, and West Virginia. Kentucky was eliminated from the survey since their community colleges represent an atypical situation. University of Kentucky administrators control each community college directly. Virginia declined participation. Population for the library directors' survey consisted of all 116 library directors in publicly supported community colleges in the eight southeastern states listed previously.

Two questionnaires were administered to college demographic and continuing education needs data. One assessed needs of southeastern community college librarians, the other questionnaire measured southeastern community college library directors' perceptions of their librarians' continuing education needs. The questionnaires were field tested on librarians and library directors of twelve publicly supported community colleges in Pennsylvania, Illinois, and Texas. Questionnaires were mailed to 262 southeastern community college librarians and 116 southeastern community college library directors. Usable returns were received from 228 librarians and 102 library directors.

Demographic data was analyzed in terms of percentages, frequency counts, and cross tabulation of selected items and presented in tables and bar graphs. Frequency tables were utilized to analyze needs assessment portions of the two surveys. In addition, a chi-square analysis was employed to compare responses of the two survey groups to needs

assessment questions. The significance level was set at .05. I employed findings of the two questionnaires to develop: (1) a general model for a course, (2) a general model for a workshop, (3) a model for a specific course, and (4) a model for a specific workshop.

Primary findings disclosed that southeastern community college librarians and library directors agreed on thirty-six of thirty-eight needs questions. Needs findings indicated that their first choice for continuing education was a two or three day workshop within a one hundred mile radius of prospective participants. Librarians and directors chose a six or eight week course within fifty miles of their residence as second choice. Their preferred instructional formats centered around group discussions or small, informal classes. They expected library associations or local universities to sponsor their continuing education. Southeastern community college librarians and directors want leaders in the field to instruct their continuing education programs. Their first choice for subject content of continuing education programs was new reference tools applicable to community college libraries.

I concluded that agreement of librarians and directors on most continuing education needs should enable them to cooperate in planning continuing education programs. Demographic findings provided educational and work experience information for use in continuing education program planning.

Needs data included information necessary to design continuing education model courses and workshops that should benefit southeastern community college librarians.

Recommendations were that southeastern community college librarians and directors form a library association and take responsibility for planning their continuing education programs. Planners should inform prospective sponsors of needs and use this study's four models as guides. Instructional format should center around group discussions or small, informal classes with enrollment limited to thirty-five participants. Continuing education program planners should conduct additional needs assessments at regular intervals. Instructors should possess community college library experience, and location of programs should be within distances considered convenient by survey participants. Program planners should investigate relating individual courses to advanced degree programs, and library directors should encourage their librarians to participate in continuing education through financial assistance, study leaves, and recognition of accomplishments.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Professionals should continue their education throughout their careers. Updating and expanding their base of knowledge benefits them and their clientele. Failure to pursue additional learning weakens professional competence. McGlothlin stated:

> Any professional who continues to practice with less than the best that he can learn is a danger to the society he is expected to benefit. He retains the title and the form of the professional but he lacks the substance. He misleads and exploits his clientele because he has not been willing to maintain the competence, that special competence, which makes the professional significant.[1]

Today's rapid technological advances and societal changes increase professionals' needs for additional learning to maintain competence.

As professionals, librarians value continuing education. Numerous articles by librarians support post-master's

[1] William J. McGlothlin, "Continuing Education in the Professions," Journal of Education for Librarianship, 13 (Summer 1972), 7.

learning programs. During the last fifteen years, library continuing education state and national associations formed, and learning agencies offered more library science courses and workshops. In 1970, the American Library Association concluded continuing education for librarians was essential.[2] One year's basic training does not prepare librarians for working situations they encounter. Kortendick said, "Those who aspire to positions of responsibility in library service today face a formidable assignment, one for which a short year of professional training cannot possibly fit them."[3] Stone expressed similar views by stating, "The best library education can become obsolete in a few years, unless the librarian makes a very determined effort to continue his or her education."[4] Most librarians' initial preparation provides minimal information regarding clientele, services, and resources of special public, academic, or research libraries where they will be employed. Continuing education at the post master's level should provide this information.

Librarians recognize their learning needs, but research findings indicate they do not participate in continuing edu-

[2] Travis B. Tyer, "Continuing Education for Librarianship in Illinois," Illinois Libraries, 56 (June 1974), 442.

[3] James J. Kortendick, "Continuing Education and Library Administration," ALA Bulletin, 61 (March 1967), 271.

[4] Elizabeth W. Stone, Ruth J. Patrick, and Barbara Conroy, Continuing Library and Information Science Education; Final Report to the Commission on Libraries and Information Science (Washington, D. C.: United States Government Printing Office, 1974), p. E-1.

cation programs. Of 292 Federal librarians responding to a survey by Kortendick, 57 percent had not enrolled in formal course work since their master's degree.[5] Of 61 librarians replying to Gaver's survey, 77.5 percent had not engaged in any research projects.[6] Vavrek obtained similar results from a 1975 survey of Pennsylvania Library Association members, establishing that 74 percent of librarians surveyed had not enrolled in any library courses since obtaining their degree.[7] Stone surveyed librarians, selected by stratified random sampling of 806 librarians listed in Who's Who in Library Service, and found that only 5.8 percent of the 138 librarians responding had taken post-master's level courses in library science.[8]

Researchers concluded lack of administrative support and poor planning lowered librarians' learning motivations. Continuing education program planners failed to base planning of subject content, location, and scheduling on perceived needs of prospective participants and their administrators. Martin

[5] James J. Kortendick and Elizabeth W. Stone, Post Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers (Washington, D. C.: Catholic University of America, 1970), p. 127.

[6] Mary V. Gaver, "The Educational Third Dimension: Continuing Education to Meet the Personalized Criteria of Librarians," Library Trends, 20 (July 1971), 119.

[7] Bernard Vavrek, "Which Way to Continuing Education," PLA Bulletin, 31 (May 1976), 54.

[8] Elizabeth W. Stone, Factors Related to the Professional Development of Librarians (Metuchen, New Jersey: The Scarecrow Press, Inc., 1969), p. 43.

and Duggan's survey of librarians revealed 112 complaints of minimal planning, coordination, and quality control of continuing education programs.[9] Findings of a 1966-70 Illinois continuing education study revealed failure to identify participants' needs prior to planning and implementing courses.[10] Stone found poor geographic location and inconvenient timing of continuing education programs major deterrents to librarians' participation.[11] In addition, attitudes of library administrators may influence librarians' participation. Results of a survey by Stone, Patrick, and Conroy indicated 16.6 percent of librarians responding sensed either strong or mild opposition from their library administrators.[12] Stone noted that "when management is hostile or indifferent to professional development activities, the librarian is restrained from participating."[13]

These research findings illustrate the importance of basing continuing education programs on needs assessment findings. According to Patrick, "the assessment of needs is the first step in the continuing education process, laying

[9] Allie Beth Martin and Maryann Duggan, Continuing Education for Library Staffs in the Southwest; A Survey and Recommendations (Austin: Texas University, 1975), p. 53.

[10] Tyer, p. 443.

[11] Elizabeth W. Stone, "Librarians and Continuing Education," Journal of Education for Librarianship, 2 (Summer 1970), 65.

[12] Stone, Patrick, and Conroy, p. B-13.

[13] Stone, Journal of Education for Librarianship, p. 68.

the foundation for the development of related training programs."[14] Continuing education courses or workshops designed around needs of particular groups should motivate them to attend.

Community college librarians may possess special needs not met currently by continuing education programs. Community colleges maintain a diverse student population because of their open-door admissions policies. Their librarians serve students differing drastically in academic preparation, library training, attitudes, ages, economic backgrounds, and career goals. Sim notes that community college curriculum and organization fluctuate with societal changes.[15] Libraries must modify resources and services accordingly. Allen and Allen state that:

> With the diverse background and increased size of student populations, the revolutionary revisions and expansion in the curriculum, the emphasis on independent study and research, the increase in knowledge, book and periodical production in all fields, community college libraries have had to undergo dramatic changes in their development during the past decade.[16]

[14] Ruth J. Patrick, An Annotated Bibliography of Recent Continuing Education Literature (Washington, D. C.: Continuing Library Education Network and Exchange, 1976), p. 11.

[15] Yong Sup Sim, "Identifying the Future Roles of the Library at the Community College: A Delphi Study," Diss. Nova University 1977, p. 3.

[16] Kenneth W. Allen and Loren Allen, Organization and Administration of the Learning Resources Center in the Community College (Hamden, Conn.: Shoe String Press, 1973), p. 73.

Community colleges combine open-door admission policies with a philosophy to assist students in every way possible to complete their course work. This philosophy of service prevails in most community college libraries. According to Voigt:

> In the unique institution that is the community college library there is a philosophy of service. It isn't that of the survival of the fittest, "get through if you can, you are the one responsible," but rather, "how do we assist you so that you can get through?" This philosophy of community college service musters all the resources, both human and material, that are available.[17]

Community college librarians must be service oriented and constantly attuned to student needs.

Most librarians do not receive training in community college librarianship prior to employment. Few library schools offer courses in this branch of librarianship. Wallace surveyed sixty-seven accredited and thirty-three non-accredited library school programs and found only one offered a course in community college librarianship.[18] Many community college librarians received their degrees in the 1960s. In 1968, Veit surveyed forty-two accredited library

[17] Melvin J. Voigt, ed., Advances in Librarianship, Vol. 3 (New York: Seminar Press, Inc., 1972), p. 68.

[18] Angelo Wallace, "Competency Evaluation and Expectations of the Public Comprehensive Community College Librarian; A National Survey of Chief Instructional Officers," Diss. University of Toledo 1977, p. 59.

schools and found only two offered courses specifically related to community college librarianship.[19] Hale and Edsall, after noting Veit's findings, recommended "that a study addressing itself to the educational needs, problems, and professional preparation of community college librarians be undertaken."[20]

There exist 262 community college librarians in Alabama, Florida, Georgia, Mississippi, North Carolina, Tennessee, and West Virginia. Florida has 111 community college librarians--31 at Miami-Dade Community College. Southeastern librarians have few continuing education opportunities easily accessible to them. Continuing Library Education Network and Exchange (CLENE), founded by the National Commission for Library and Information Science, listed only thirteen continuing education opportunities for southeastern librarians in 1977.[21] These included seven in Florida, three in Tennessee, one in Alabama, one in West Virginia, and one in North Carolina. None of these programs was planned specifically for community college librarians.

[19] Fritz Veit, "Training the Junior College Librarian," Journal of Education for Librarianship, 9 (Fall 1968), 110.

[20] Charles Hale and Shirley Edsall, "The Education of Community College Librarians," Journal of Education for Librarianship, 16 (February 1975), 82.

[21] Continuing Library Education Network and Exchange, Directory of Continuing Education Opportunities for Library Information Media Personnel (Washington, D. C.: Continuing Library Education Network and Exchange, 1977), p. 25.

Statement of the Problem

Southeastern community college librarians did not have access to continuing education courses or workshops designed specifically for them. The few general library continuing education programs available were not accessible easily to the 31 Miami-Dade Community College librarians and the other 231 southeastern community college librarians. This lack of continuing education programs frequently resulted in Miami-Dade librarians' failing to participate in continuing education, studying fields unrelated to librarianship, or traveling outside the southeast for continuing education.

The continuing education needs of community college librarians had not been assessed on a national or regional basis, nor had their directors been asked their perceptions of these needs. Community college librarians did not enjoy associations where they could discuss their continuing education needs and how to meet them. This void of information made design of relevant courses and workshops impossible. A systematic assessment of continuing education needs of community college librarians proved essential. In this study, I assessed the needs of southeastern community college librarians and employed assessment findings to design model courses and workshops for them.

Major Issues and Research Questions

Assessment of southeastern community college librarians' continuing education needs reveals a primary issue of this study. Effective planning of courses and workshops depends on needs survey findings. Needs addressed by this study were disparities between present continuing education situations and desired continuing education situations.

Researchers discovered lack of participation in continuing education programs often results from failure to use assessed needs to plan course content, time, and location. Both Stone and Tyer found, in separate surveys, that incompatibility of these three items with librarians' needs resulted in lack of participation.[22] Needs assessment surveys should clarify subjects the majority of prospective students want to study. Determining other motivating factors such as quality of instruction, available time, and employer support will aid in planning courses or workshops for survey populations.

A second issue of the project was to ascertain the survey population's work and education experiences. Stone stated, "It is important to examine the background charac-

[22] Elizabeth W. Stone, "Librarians and Continuing Education," Journal of Education for Librarianship, 2 (Summer 1970), 68; Travis B. Tyer, "Continuing Education for Librarianship in Illinois," Illinois Libraries, 56 (June 1974), 443.

teristics of the individual librarian in order to discover possible relationships between these variables and motivation for professional development activities."[23] Work experience data such as years in present position, major responsibilities in current job, and previous employment helps define relevant level and content of continuing education courses. Education background data provides information about educational strengths and weaknesses of the survey population. Determination of previous participation in continuing education indicates the degree of motivation and preferred forms of education at the post-master's level.

A third concern of the study was southeastern community college library directors' perceptions of their librarians' continuing education needs. Surveying the library directors determined whether they wanted their librarians to pursue continuing education, and if so, if they placed importance on the same needs as their librarians. These data provided a comprehensive representation of the needs of southeastern community college librarians.

One of the primary concerns of this study involved design of model continuing education workshops and courses for southeastern community college librarians. These models were based on the needs and demographic data of the librarians surveyed. Models developed from survey findings prove

[23] Stone, Factors Related to the Professional Development of Librarians, p. 35.

valuable to planners of educational programs. They provide them with a base for their planning.

I addressed these issues by seeking answers to the following research questions:

1. What are the educational backgrounds of community college librarians in the southeastern United States?
2. What are the work experiences of southeastern community college librarians?
3. What do southeastern community college librarians perceive as their continuing education needs?
4. What do southeastern community college library directors perceive as the continuing education needs of their librarians?
5. What continuing education workshops and courses will meet these needs effectively?

I defined the variable of work experience as previous professional employment and present employment. Educational background included degree and non-degree education at pre- and post-master's levels. Continuing education needs encompassed personal growth, professional growth, promotion requirements, job mobility, training for specific kinds of libraries, and environmental conditions of location, time, and cost. I applied answers to research questions to design of model courses and workshops that met continuing education needs of the 262 southeastern community college librarians.

My basic assumptions for the study were that southeastern community college librarians did not have adequate continuing education opportunities and that the results of the questionnaires would affirm the need for formal continuing education programs. A delimitation of the study was restriction of the survey populations to southeastern public community college librarians and library directors. Another delimitation was the confinement of the needs assessment to formal continuing education needs at the post-master's level.

Definition of Terms

I employed the following terms in the study:

Community College Librarians: Librarians employed in a public two-year institution of higher education providing college transfer, vocational and technical developments, and adult programs.

Community College Library: A library in a public two-year institution of higher education providing college transfer, vocational and technical developments, and adult programs.

Continuing Education: Any form of education at post-master's level relating to the field of library science.

Course: A four or six week unit of instruction for post-master's level librarians.

Formal Continuing Education: Courses or workshops in any area of library science at post-master's level requiring serious commitment of time and money.

Informal Continuing Education: Self-directed education involving activities such as reading, attending lectures, conventions, meetings, and demonstrations.

Librarians: Those members of the library staff having master's degrees in library science.

Library Director: The administrator directly responsible for all other librarians in a particular library.

Master's Degree: A fifth year degree in library science from an accredited library school.

Model: A preliminary representation of courses and workshops, serving as the plan from which final continuing education programs will be constructed.

Needs: The disparity between present continuing education programs for southeastern community college librarians and programs desired by those librarians.

Needs Assessment: The process of surveying continuing education needs of a target group of librarians prior to planning continuing education programs.

Workshop: A one or two day session for post-master's level librarians which emphasizes demonstration and application of library techniques or skills.

General Research Design

Population for the survey consisted of all of the 262 librarians in publicly supported community colleges in the southeastern states eligible for membership in the Southeastern Library Association: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.[24] I eliminated Kentucky from the survey since their community colleges represent an atypical situation. Each community college is controlled directly by administrators of the University of Kentucky. Virginia declined participation. Appendix A contains a map indicating the states surveyed. I obtained names and addresses of publicly supported community colleges within the eight states from Education Directory: Colleges and Universities.[25] Names of librarians currently employed in those institutions were obtained from the 1978 college catalog collection of the National Microfilm Library.[26] Population for the library directors' survey consisted of all 116 library direc-

[24] Nada Beth Glick and Filomena Simora, eds., The Bowker Annual of Library and Book Trade Information (New York: R. R. Bowker, 1978), p. 514.

[25] Arthur Podolsky and Carolyn R. Smith, Education Directory: Colleges and Universities, 1977-78 (Washington, D. C.: National Center for Education Statistics, 1978).

[26] National Microfilm Library, College Catalog Collection (San Diego: National Microfilm Library, 1978).

tors in publicly supported community colleges in the eight southeastern states listed previously. The library directors' names were obtained from the Education Directory: Colleges and Universities.[27]

Two questionnaires were employed to collect data (see Appendices B and C). One questionnaire assessed the needs of southeastern community college librarians, the other questionnaire measured southeastern community college library directors' perceptions of their librarians' continuing education needs. Letters of transmittal accompanied the questionnaire (see Appendices D and E), and included a self-addressed, stamped envelope for return of the completed questionnaire. Follow-up letters were mailed after the deadline for questionnaire return (see Appendix F).

Both questionnaires contained descriptive and needs sections. The descriptive portion of the questionnaire for librarians was related to educational background and work experience. The format for the needs portions of the questionnaires was based on the Likert attitude scale.

I field tested the questionnaires on librarians and library directors of twelve publicly supported community colleges in Pennsylvania, Illinois, and Texas. An estimate of reliability was computed from the field test data and necessary modifications of the surveys were made. I mailed both questionnaires at the same time to the two population groups.

[27] Podolsky and Smith, 1978.

Demographic data was analyzed in terms of percentages, frequency counts, and cross tabulation of selected items, and presented in tables and bar graphs. I utilized frequency tables to analyze the needs assessment portions of the two surveys. In addition, I employed a chi-square analysis to compare the responses of the two survey groups to the needs assessment questions. The significance level was set at .05.

Findings of the two questionnaires were employed to develop the following models:

1. general model for a course
2. general model for a workshop
3. model for a specific course
4. model for a specific workshop

Designs were built around the needs survey findings for type of instructor, sponsoring organization, instructional format, subject content, geographical location, scheduling, and duration of courses or workshops. Educational objectives were established for each model in measurable terms.

Implications and Significance

Significance of the proposed study is that it provided data to recommend, plan, organize, and implement continuing education courses and workshops for community college librarians. The high response rate of librarians and directors surveyed indicates their interest in continuing education

programs. Both groups were in agreement on thirty-six of the thirty-eight needs identified by the study. This is an indication that planning sessions could be a cooperative effort by librarians and directors.

The study provided data in an area where previous research was minimal. Model courses and workshops designed from needs data can be used as guidelines in continuing education planning sessions. The study recognized southeastern community college librarians as a distinct group of librarians. It may provide a cohesiveness that was not apparent previously.

This is one of few studies in the United States that recognize community college librarians as part of a separate type of academic librarianship. It is the only study in which the specific continuing education needs of a group of community college librarians were assessed. The research instruments proved successful in obtaining desired data and they can be used by researchers in other sections of the United States to obtain continuing education needs data and design models based on needs.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

I did not restrict the literature review to materials on continuing education for community college librarians. Information about this group proved limited. Except for facts about specific needs, material written about continuing education of all kinds of librarians applies to those in community colleges.

Manual and computerized searches identified pertinent literature. The manual search included Library Literature, 1950, 1978; Library Science Dissertations, 1950-1978.[1] The Florida Educator's Information Service in Tallahassee, Florida conducted a computerized search of Resources in

[1] Library Literature: An Index to Library and Information Science (New York: H. W. Wilson Company, 1950-1978); Gail A. Schlachter and Dennis Thomison, Library Science Dissertations, 1925-1972 (Littleton, Colorado: Libraries Unlimited Inc., 1974); Education Index: A Cumulative Author Subject Index to a Selected List of Educational Periodicals, Proceedings and Yearbooks (New York: H. W. Wilson Company, 1950-1978).

Education, 1966-1978.[2] University Microfilms, Ann Arbor, Michigan, searched their Datrix file of dissertations for those related to librarians' continuing education. The North Carolina Science and Technology Research Center searched the 1966-1978 Dialog file of materials published by the Educational Resources Information Center, Washington, D. C. In addition, the Center checked Dissertation Abstracts from 1861 through 1978.[3] None of these searches yielded any regional or national assessments of the continuing education needs of community college librarians other than my study of the post-master's educational needs of Florida's community college librarians.[4]

This chapter includes only research I consider pertinent to this study. The first section examines the relationship of college librarians in general to continuing education. The second portion views the value of continuing education for community college librarians. The third section discusses the importance of assessing continuing

[2] Educational Resources Information Center, Resources in Education (Washington, D. C.: Government Printing Office, 1966-1978).

[3] Dissertation Abstracts: Abstracts of Dissertations and Monographs in Microfilms (Ann Arbor, Michigan: University Microfilms, 1861-1978).

[4] Marcia Fallon, An Investigation of the Need for Formal Education at the Post-Master's Level for Community College Librarians in Florida (Fort Lauderdale, Florida: Nova University, 1978).

education needs prior to implementing programs and reviews relevant research in this area.

Continuing Education and Librarians

All librarians should continue their education beyond their master's degree. According to Kortendick and Stone, "The rapidity of the technological, societal, and behavioral changes soon overwhelms a librarian who does not develop a continuous system of self-education."[5] Librarians need to acquire specialized knowledge about the administration, organization, philosophy, and clientele needs of the library employing them. Mapp states that "there are practically as many special fields of study as there are types of libraries. All librarians owe it to themselves and to their profession to become familiar with any new phase of librarianship."[6]

Combining study of librarianship with courses in related fields provides librarians with information needed to serve clientele. Studying technological advances helps determine how new technology applies to library services. Stone concludes that

[5] James J. Kortendick and Elizabeth W. Stone, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers (Washington, D. C.: Catholic University of America, 1970), p. 2.

[6] Edward Mapp, "The Library in a Community College," College and Research Libraries, 19 (May 1958), 194.

> The librarian must recognize that he needs to study the basic disciplines which support librarianship--and they are growing in number every year--so that he will be able to judge the applicability of their findings to his own work. The librarian cannot, of course, become a "professional" in all relevant disciplines, but he must be sophisticated enough to make competent use of the scientific knowledge that is available. The time has come when every competent librarian, as every other professional practitioner, finds it necessary to be sufficiently well versed in all the disciplines relating to his work to be able to read the literature and judge the adequacy of his findings and claims for himself.[7]

Studying related disciplines helps librarians communicate effectively with their clientele. They must keep abreast of societal changes and technological advances. Librarians must consider these factors in determining materials and services their clientele will need. Stone, Patrick, and Conroy note that

> As chief expeditor and facilitator of other peoples' continuing education in the future, the librarian must be continuously learning, too, as the body of knowledge and its applications both proliferate. It is librarians to whom the public must be able to turn for guidance in independent study, alternative education programs and decisions and judgments which must be geared to the unfamiliar.[8]

[7] Elizabeth W. Stone, "Quest for Expertise: A Librarian's Responsibility," College and Research Libraries, 32 (November 1971), 437.

[8] Elizabeth W. Stone, Ruth J. Patrick and Barbara Conroy, Continuing Library and Information Science Education; Final Report to the Commission on Libraries and

Librarians' participation in continuing education benefits the librarians, their employers, their clientele, and the library profession. Continuing education may provide librarians with increased self-confidence, job performance satisfaction, promotions, and salary increases. Kirk concludes that librarians' employers benefit from improved service provided by employees pursuing continuing education.[9] The librarians' clientele receive help from librarians who are maintaining a broad and current knowledge base. The library profession benefits from increased respect librarians receive for keeping abreast of knowledge in their field.[10]

Continuing Education and Community College Librarians

Community College librarians possess all the continuing education needs of other librarians plus additional needs. They work in one of the most diversified types of libraries. According to Matthews, "The community college library is unique in that it has some of the functions of a college

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Information Science (Washington, D. C.: United States Government Printing Office, 1974), p. xiii.

[9] Artemis Gargal Kirk, "A Model for Continuing Education for Special Librarians," Special Libraries, 67 (March 1976), 142.

[10] Kirk, p. 143.

library, a public library, a specialized library, and an extension library."[11] Genung and Wallace state that community college libraries maintain special collections like special libraries, serve adults and the community like public libraries, and have the curricular orientation of academic libraries.[12]

Emphasis on independent study programs often results in community college students depending on their libraries to provide many of their learning materials. Raines says that

> With the mounting interest in community services, non-traditional studies, and external degrees, it is not surprising that community college libraries are becoming a focal point in these endeavors. Their resources and their skills are much needed if the external thrust of the college is to have its greatest impact.[13]

To support students' curricular needs, community college libraries must adjust continually their services and materials to societal changes which affect college curriculum.

[11] Elizabeth Woodfin Matthews, "Characteristics and Academic Preparation of Directors of Learning Resource Centers in Selected Community Junior Colleges," Diss. Southern Illinois University 1972, p. 1.

[12] Harriet Genung and J. O. Wallace, "Emergence of the Community College Library," in Advances in Librarianship, ed. Melvin J. Voigt, Vol. 3 (New York: Seminar Press, Inc., 1972), p. 75.

[13] Max R. Raines, "A Survey of Leading LIB/LRC's," Community and Junior College Journal, 43 (June-July 1973), 10.

Sim states that many socio-economic factors influence the role of the community college library.[14]

Community college librarians need more than basic training in librarianship to serve students adequately. After studying the role of community college librarians, Edsall concludes they must understand the needs of adult education, remedial education, counseling, and nontraditional academic programs.[15] Community colleges combine open door admission policies with a philosophy of assisting students in every way possible to complete their course work. Their librarians serve students who differ drastically in academic preparation, library training, attitudes, ages, economic backgrounds, and career goals. According to Mapp,

> Liberal entrance requirements bring a heterogeneous group of students to the community colleges. Students who possess no training in basic library procedure or research methods are promptly confronted with the writing of technical reports and other specialized requirements. The librarian must instruct incoming students in library skills, encourage utilization of library resources and cultivate effectual research techniques, which will facilitate the work of the technician.[16]

[14] Yong Sup Sim, "Identifying the Future Roles of the Library at the Community College: A Delphi Study," Diss. Nova University 1977, p. 3.

[15] Shirley Ann Edsall, "Career Patterns of Community College Librarians," Diss. Indiana University 1973, p. 120.

[16] Mapp, p. 195.

Most community college librarians begin their employment unprepared for this type of librarianship. Edsall discovered from a nationwide study of the characteristics of 428 community college librarians that they "were basically unoriented to community college education and its objectives when first being employed by that institution."[17] Edsall concludes that

> This lack of orientation to the community college philosophy, which could greatly affect community college library service and the direction of its programs in the future, should be a concern and challenge for community college administrators and library school educators.[18]

The fact that most library schools do not offer courses in community college librarianship as part of the master's degree preparation constitutes the main reason for lack of preparation. Veit notes that

> The library school, which must impart a wealth of basic library information within the framework of the master's program, will rarely be able to give a student all the competencies he will need as a junior college librarian.[19]

[17] Shirley Ann Edsall, "The Community College Librarian: A Profile," Community and Junior College Journal, 46 (December-January 1976), 33.

[18] Edsall, "The Community College Librarian," 33.

[19] Fritz Veit, "Training the Junior College Librarian," Journal of Education for Librarianship, 9 (Fall 1968), 114.

The American College and Research Libraries' Guidelines for Two-Year College Learning Resources Programs recommends further graduate study for community college librarians.[20] Results of Edsall's survey of the career patterns of community college librarians agree with the American College and Research Libraries. Ninety-two percent of 276 community college librarians surveyed by Edsall indicate they need special knowledge unavailable in general library science courses for academic librarians.[21] After surveying the academic preparation of community college library administrators, Matthews recommends planning courses specifically for community college librarians. She states that these courses "would be particularly significant for those who have gained junior college experience and desire further study because of the realization of the unique function of the junior college."[22]

Continuing Education Needs

Effective continuing education programs require careful planning. The planning process should begin with study of prospective participant's needs. Lee says that "any suc-

[20] Association of College and Research Libraries, Guidelines for Two-Year College Learning Resource Programs," College and Research Libraries News, 33 (December 1972), 311.

[21] Edsall, "Career Patterns," p. 118.

[22] Matthews, p. 171.

cessful educational activity must be based on the identified needs of the participants."[23] Defining a learner's continuing education need, Knowles states, "It is the gap between his present level of competencies and a higher level required for effective performance as defined by himself, his organization, or his society."[24] He says that this need reflects the discrepancy between an individual's aspiration and reality, and it can be defined broadly or narrowly.[25] Conroy provides a similar definition suggesting that needs represent the gap between desired and present ability levels.[26]

Planners of continuing education programs may possess a general conception of prospective participants' needs, but this proves insufficient for designing worthwhile learning experiences. Knowles states, "Since interests are expressions of preference among alternative activities, the only valid source of information about the interests of adults is

[23] Robert Lee et al., A Plan for Developing a Regional Program of Continuing Education for Library Personnel in the Western States (Boise, Idaho: Western Interstate Commission for Higher Education, 1969), 8.

[24] Malcolm S. Knowles, The Modern Practice of Adult Education; Andragogy Versus Pedagogy (New York: Association Press, 1970), p. 85.

[25] Knowles, p. 85.

[26] Barbara Conroy, Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria (Washington, D. C.: National Institutes of Education, 1973), 4.

the individuals themselves."[27] The majority of 138 librarians responding to Stone's survey did not want library leaders to decide what continuing education programs they needed. Stone stated that "they wanted to be consulted and involved in the planning and implementation."[28] Librarians given the opportunity to express their needs should find motivation to attend continuing education programs based on those needs. According to Knowles, including prospective participants in program planning promotes the program by making them "feel a part of a mutual undertaking."[29]

Librarians' continuing education needs identified by the literature review center around subject content, accessibility, and administrative support. Of these three categories, relevancy of subject content receives the highest priority. My 1978 survey of the continuing education needs of 112 community college librarians in Florida revealed that 93 percent consider relevancy of subject matter the most important factor in selecting continuing education programs.[30] Stone surveyed 138 librarians and found that "the greatest motivations for engaging in professional development activities were concerned with the nature of the content

[27] Knowles, p. 95.

[28] Elizabeth W. Stone, Factors Related to the Professional Development of Librarians (Metuchen, New Jersey: The Scarecrow Press, Inc., 1969), p. 213.

[29] Knowles, p. 96.

[30] Fallon, p. 26.

of the development opportunity or its relation to the work process."[31] Stone reported that many librarians use specific content criteria to determine whether or not to participate in continuing education programs. These criteria include "the high quality of the opportunity, the presentation of new and creative ideas, ability to use new knowledge on the job, opportunity to make work more effective and the need for technical knowledge."[32]

Several research studies yield the continuing education subject content librarians prefer. Two hundred ninety-two federal librarians responding to a survey by Kortendick and Stone rank automation as their first choice in subject content.[33] Seventy-one of the 112 Florida community college librarians I surveyed in 1978 chose automation of community college libraries as their preferred subject content.[34] Other subject areas identified by Stone's survey include updating of basic training, library management, human relations, and use of non-print media.[35]

Easy access to continuing education programs presents a need expressed in several research studies. Librarians

[31] Elizabeth W. Stone, "Librarians and Continuing Education," Journal of Education for Librarianship 2 (Summer 1970), 67.

[32] Stone, "Librarians and Continuing Education," p. 66.

[33] Kortendick and Stone, p. 318.

[34] Fallon, p. 63.

[35] Stone, Patrick, and Conroy, pp. 2-39.

include convenient times, locations, travel funds, and available professional leaves in their access needs. Stone concludes that "inability to meet the criteria of accessibility, convenience in timing and support from supervisors will tend to keep the librarian from participating in the continuing education opportunity."[36] She suggests that library leaders and continuing education planners concentrate on making continuing education programs more accessible to librarians.[37] Two surveys indicate the urgency of this need. Kirk surveyed current continuing education programs available for all types of librarians. According to Kirk,

> This brief survey of the present-day resources in continuing education pointedly illustrates a paradox: while a great many educational opportunities exist across the country, very little is actually accessible to the potential consumer, either because he is unable to determine what is going on that would be of use to him; or because, once determined, he is restricted by location, time, money, or all three.[38]

My 1978 survey of 112 community college librarians in Florida produced a significant accessibility finding. Fifty-one percent of these librarians lacked access to continuing education facilities geographically convenient to them.[39]

[36] Stone, "Librarians and Continuing Education," p. 68.

[37] Stone, Factors, p. 214.

[38] Kirk, p. 141.

[39] Fallon, p. 29.

Often, administrative support, the third need category, constitutes the deciding factor influencing librarians' continuing education participation. Kirk concludes that librarians and their employers share responsibility for continuing education.[40] Librarians must participate willingly in continuing education activities, and employers must provide support in the form of time, money, and encouragement. According to Bullock,

> It is the Director's responsibility to see that new young librarians contribute to the profession. It is difficult for the new librarian to know how to participate and make himself heard without administrative guidance and support. The Director should bring these opportunities to his staff's attention and push them to participate. Library time and library money should be expended for this purpose; transportation, accommodations (if appropriate), registration fees, etc. should be paid by the library. Flexible work schedules, a pool of substitutes to call on, etc. make it easier for a librarian to get away.[41]

The director's support of a librarian's continuing education should extend past the learning experience. Kirk says the library administrator must allow librarians to apply what they learn to their jobs.[42] If these methods of administrative encouragement exist, most librarians will seek

[40] Kirk, p. 141.

[41] Susan Bullock, "Continuing Education and the Administrator," Connecticut Libraries 16 (April 1974), 15.

[42] Kirk, p. 139.

continuing education programs related directly to their work.

The literature review indicates that administrative support does not always exist. Martin and Duggan note that "although continuing education has high priority in policy statements, it becomes secondary to normal public service in practice."[43] Breiting, Dorey, and Sockeson surveyed 100 academic libraries in the northeast and found that "there is little interest in promoting research and scholarly endeavors as a method of professional development."[44] Of 138 librarians responding to Stone's survey, 33.4 percent felt their supervisors opposed their participation in formal course work.[45] The librarians in Stone's survey suggest encouraging administrators to consider their employees' continuing education needs.[46] Participation in a survey of their librarians' needs might motivate library administrators to meet needs identified by the survey.

[43] Allie Beth Martin and Maryann Duggan, Continuing Education for Library Staffs in the Southwest; A Survey and Recommendations (Austin: Texas University, 1975), p. 53.

[44] Amelia Breiting, Marcia Dorey and Deirdre Sockeson, "Staff Development in College and Research Libraries," Special Libraries, 67 (July 1976), 309.

[45] Stone, Factors, p. 217.

[46] Stone, Factors, p. 172.

Conclusion

The literature review establishes the importance of continuing education for librarians in general and community college librarians in particular. The reasons identified for studying at the post-master's level include updating basic training, studying related disciplines, and acquiring specialized knowledge associated with present work situations. Review indicates that continuing education proves beneficial to the librarians who participate, their employers, library clientele, and the library profession.

The review underscores the need for continuing education programs designed especially for community college librarians. The community college emphasis on self-study materials; open door admissions; and a flexible, diversified curriculum creates challenges not found in other academic libraries. Most community college librarians lack training for this type of librarianship prior to employment. Researchers recommend establishing continuing education programs for community college librarians.

The review defines learning needs and indicates their importance in planning continuing education programs. It establishes that surveying actual participants constitutes the only effective method of determining continuing education needs. The literature review identifies three major

needs categories: relevant subject content, accessibility, and administrative support. I base the needs portions of the research instruments designed for this study primarily on these three categories.

CHAPTER III

PROCEDURES AND METHODOLOGY

Research Method

The continuing education needs of community college librarians in the southeast were assessed to obtain data for designing model workshops and courses. Descriptive research was employed to complete the study. Isaac and Michael state that the purpose of this type of research is "to describe systematically a situation or area of interest factually and accurately."[1] Data obtained from the research was used to answer the following questions:

1. What are the educational backgrounds of community college librarians in the southeastern United States?
2. What are the work experiences of southeastern community college librarians?

[1] Stephen Isaac and William B. Michael, Handbook in Research and Evaluation (San Diego: Edits Publishers, 1971), p. 14.

3. What do southeastern community college librarians perceive as their continuing education needs?
4. What do southeastern community college library directors perceive as the continuing education needs of their librarians?
5. What continuing education workshops and courses will meet these needs effectively?

The work experience variable for this study was defined as previous professional employment and present employment. Educational background includes degrees obtained and non-degree continuing education experience. Continuing education needs encompass personal growth, professional growth, promotion requirements, job mobility, training for specific library positions, and environmental conditions of location, time, and cost. Answers to research questions were applied to design of model courses and workshops that met continuing education needs of the 262 southeastern community college librarians.

I assumed that southeastern community college librarians do not possess adequate continuing education opportunities and that the results of the questionnaires would affirm the need for formal continuing education programs. The survey populations were restricted to southeastern public community college librarians and library directors. Confinement of the needs assessment to formal continuing

education needs at the post-master's level presents another delimitation.

Survey Population

Population for the survey of librarians consisted of all of the 262 librarians in publicly supported community colleges in the southeastern states eligible for membership in the Southeastern Library Association: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.[2] Kentucky was eliminated from the survey since their community colleges represent an atypical situation. Each community college is controlled directly by administrators of the University of Kentucky. Virginia declined participation. Appendix A contains a map indicating the states surveyed. Names and addresses of publicly supported community colleges within the eight states were obtained from Education Directory: Colleges and Universities.[3] Names of librarians employed currently in those institutions were obtained from the 1978 college catalog collection of the National Microfilm Library.[4] Population

[2] Nada Beth Glick and Filomena Simora, eds., The Bowker Annual of Library and Book Trade Information (New York: R. R. Bowker, 1978), p. 514.

[3] Arthur Podolsky and Carolyn R. Smith, Education Directory: Colleges and Universities, 1977-78 (Washington, D. C.: National Center for Education Statistics, 1978).

[4] National Microfilm Library, College Catalog Collection (San Diego: National Microfilm Library, 1978).

for the library directors' survey consisted of all 116 library directors in publicly supported community colleges in the eight southeastern states listed previously. The library directors' names were obtained from Education Directory: Colleges and Universities.[5]

Survey Instruments

Two questionnaires were employed to collect data (see Appendices B and C). One assessed the needs of southeastern community college librarians, the other questionnaire measured southeastern community college library directors' perceptions of their librarians' continuing education needs. Both questionnaires contained descriptive and needs sections. The descriptive portion of the questionnaire for librarians was related to educational background and work experience. The format for the needs portion of the questionnaires was based on the Likert attitude scale.

The questionnaires were field tested on librarians and library directors of twelve publicly supported community colleges in Pennsylvania, Illinois, and Texas. Research instruments were mailed to these individuals on 3 January 1979. Fifty librarians and ten library directors responded. Coefficient Alpha, a measure of internal consistency, was used to determine reliability of the needs questions which were identi-

[5] Podolsky and Smith, 1978

cal for librarians and directors. Table 1 depicts the thirty-eight needs items divided by content into five categories.

TABLE 1

RELIABILITY OF NEEDS ASSESSMENT QUESTIONS

Category	Number of items	Reliability of category	Portion of total reliability attributed to category
Motivation	8	.5170	.1759
Format	7	.5438	.1596
Sponsoring agency	9	.3064	.1542
Schedule	3	.4855	.0729
Subject matter	11	.5995	.2426
Total	38		.8051

Table 1 shows overall reliability of the instruments' thirty-eight needs items was .8051.

Since the instruments proved reliable, I did not make major format changes. I made minor modifications to questions when several field test participants criticized the wording of a particular question. Most critical comments dealt with the use of superlatives which field test participants said limited their response choices.

Data Collection

Questionnaires were mailed to 262 southeastern community college librarians and 116 southeastern community college library directors on 14 February 1979. Letters of transmittal accompanied the surveys (see Appendices D and E). I requested that participants return questionnaires within ten days of receipt. Sixty-five percent of the librarians and 71 percent of the library directors returned the survey instruments by 1 March 1979. On 5 March 1979 I sent a follow-up letter to directors and librarians (see Appendix F).

Two hundred twenty-eight usable returns were received from librarians for a response rate of 87 percent. Table 2 shows that the returns represented all southeastern states whose librarians received surveys. The completed surveys were evenly distributed by state in relation to the number of surveys sent.

Library directors returned 102 completed questionnaires for an 88 percent response rate. The state distribution of mailed and completed surveys for this group was tabulated. Table 3 contains the results. This table shows that all southeastern states surveyed were represented in the directors' returns. As in the tabulation of librarians' surveys, the completed questionnaires were evenly distributed by state in relation to the number of directors' surveys sent to each state.

TABLE 2

DISTRIBUTION OF LIBRARIANS' SURVEYS AND RESPONSES

State	Number of surveys sent	Percentage sent of total survey population	Number of surveys returned	Percentage returned of total survey population
Alabama	26	9.92	22	9.65
Florida	111	42.37	99	43.42
Georgia	18	6.87	15	6.58
Mississippi	20	7.63	17	7.46
North Carolina	48	18.33	43	18.86
South Carolina	12	4.58	10	4.38
Tennessee	20	7.63	17	7.46
West Virginia	7	2.67	5	2.19
Total	262	100.00	228	100.00

TABLE 3

DISTRIBUTION OF LIBRARY DIRECTORS' SURVEYS AND RESPONSES

State	Number of surveys sent	Percentage sent of total survey population	Number of surveys returned	Percentage returned of total survey population
Alabama	15	12.93	12	11.77
Florida	31	26.72	28	27.45
Georgia	10	8.62	9	8.82
Mississippi	10	8.62	8	7.84
North Carolina	30	25.86	27	26.47
South Carolina	7	6.04	6	5.89
Tennessee	10	8.62	9	8.82
West Virginia	3	2.59	3	2.94
Total	116	100.00	102	100.00

Data Treatment

Demographic data was analyzed in terms of percentages, frequency counts, and cross tabulation of selected items and presented in tables and bar graphs. Frequency tables were utilized to analyze the needs assessment portions of the two surveys. In addition, I employed a chi-square analysis to compare responses of the two survey groups to the needs assessment questions. The significance level was set at .05.

Findings of the two questionnaires were employed to develop the following models:

1. general model for a course
2. general model for a workshop
3. model for a specific course
4. model for a specific workshop

Designs were built around the needs survey findings for type of instructor, sponsoring organization, instructional format, subject content, geographical location, scheduling, and duration of courses or workshops. Educational objectives were established for each model in measurable terms.

CHAPTER IV

SUMMARY OF FINDINGS

Introduction

Data was obtained from surveys returned by 228 southeastern community college librarians and 102 library directors. The surveys contained questions designed to collect demographic and continuing education needs data (see Appendices B and C). The first and second sections of this chapter contain demographic findings for librarians and library directors. Data was analyzed in terms of percentages, frequency counts, and cross tabulations of selected items.

The third portion of this chapter contains findings from both surveys' thirty-eight needs assessment questions. For ease of analysis, these findings were grouped into subject categories. These categories included motivational factors, program format, program sponsorship, scheduling, subject content, and program leadership. Frequency tables were used to analyze data from needs questions. A chi-square analysis was employed to compare responses of the survey

groups to the needs assessment questions. The significance level was set at .05.

Librarians' Demographic Data

I obtained demographic data from southeastern community college librarians to supplement needs findings. The first 10 survey questions provided information concerning the librarians' pre- and post-master's education. I designed the questions to determine the librarians' present level of training and continuing education experiences.

The majority of librarians surveyed held a master's degree in library science. Fourteen percent held other degrees in lieu of a library science master's. Table 4 illustrates the distribution of master's degrees by fields of study. According to Table 4, 85.50 percent of the librarians held master's degrees in library science. Most of the other degrees were in English and education. In addition to the information contained in Table 4, three librarians reported that they were working toward doctorates in librarianship. Five possessed doctorates in library media. Three librarians had studied an additional year beyond their master's to obtain a sixth year degree in library science.

Survey findings provided information about the undergraduate preparation of southeastern community college librarians. Table 5 presents their fields of study for their bachelor's degrees.

TABLE 4

MASTER'S DEGREES EARNED

Field of study	Number	Percent
Communication Arts	1	.44
Education	19	8.33
English	7	3.07
French	1	.44
History	2	.89
Journalism	1	.44
Library Science	195	85.50
Music	2	.89
Total	228	100.00

TABLE 5

FIELD OF STUDY FOR BACHELOR'S DEGREE

Field of study	Number	Percent
Humanities	95	41.7
Social Science	67	29.4
Science	8	3.5
Other	58	25.4
Total	228	100.0

The majority of southeastern community college librarians possessed undergraduate backgrounds in humanities or social science. Most of the 58 librarians who checked "other" studied elementary education or library science.

Several southeastern community college librarians continued their education beyond their master's degrees by participating in courses or workshops. Eighty-nine of 222 librarians had taken a course related to librarianship since their last degree. Seventy-seven learned what they expected from the courses and 12 did not. One hundred and eighty-nine of 222 southeastern community college librarians attended library workshops in the five years prior to the survey. One hundred fifty-six of these librarians felt satisfied with the workshops they attended and 33 did not. One of the librarians commented that workshops proved a waste of time unless they combined relevant subject content with a concise format.

I cross tabulated course and workshop attendance data with some work experience findings to determine if any relationships existed. Table 6 compares post-master's course work with length of experience as a librarian. According to Table 6, 136 of the 222 librarians responding to the course work question experienced ten years or less employment as a librarian. During this time, sixty-six (49 percent) attended courses related to librarianship. Of the first three groups tabulated, those in their first five years of librarianship evinced the highest record of course work participation.

Twenty-two of fifty-three librarians, or 42 percent of librarians with one to five years' experience, participated in courses related to librarianship after completing their master's degree. Thirty percent of librarians with six through ten years' experience and 39.6 percent of the eleven through fifteen year group had taken courses. Findings for all 222 librarians with one to twenty or more years' experience indicated that eighty-nine (40 percent) completed courses in librarianship since receipt of their master's degree (see Table 6).

TABLE 6

COURSE WORK AND YEARS OF LIBRARIANSHIP

Course work	Years employed as a librarian					Total
	1-5 years	6-10 years	11-15 years	16-20 years	20 or more years	
Yes	22	25	19	14	9	89
No	31	58	29	8	7	133
Column total	53	83	48	22	16	222

I cross tabulated workshop attendance data with years of employment as a librarian. Table 7 contains the results. One hundred eighty-nine or 85 percent of the 222 librarians responding to this survey question attended a library workshop during the five years prior to the survey. One hundred

eighty-three librarians worked in librarianship fifteen years or less. These three groups all evinced high workshop attendance records. Eighty-seven percent of librarians with five or fewer years of library experience attended workshops. The next two groups evinced 88 percent attendance records.

TABLE 7

WORKSHOP ATTENDANCE AND YEARS OF LIBRARIANSHIP

Workshop attendance during last 5 years	Years employed as a librarian					Total
	1-5 years	6-10 years	11-15 years	16-20 years	20 or more years	
Yes	46	72	42	15	14	189
No	7	10	6	7	3	33
Column total	53	82	48	22	16	222

I cross tabulated course work data with findings from question fifteen which asked if continuing education constituted a criterion for promotion at their community college. Table 8 contains the results. Thirty-seven of the eighty-six librarians taking courses did so even though continuing education did not constitute a criterion for promotion at their community college. The findings were similar for 192 librarians who attended workshops. Ninety-

nine of these librarians came from a community college that required continuing education as a criterion for promotion and eighty-five came from one that did not.

TABLE 8

RELATIONSHIP OF CONTINUING EDUCATION PROMOTION CRITERION TO COURSE WORK

Courses taken	Continuing education is criterion for promotion		Total
	Yes	No	
Yes	49	37	86
No	69	62	131
Column total	118	99	217

I designed some demographic questions to determine southeastern community college librarians' participation in independent study. Forty-six of 228 librarians said they completed research projects in the past five years. One hundred eighty-nine of 228 librarians read books related to library science during the year prior to the survey. Southeastern community college librarians relied most often on four professional journals for updating their knowledge: Library Journal, American Libraries, College and Research Libraries, and Audio-visual Instruction. Appendix G contains a complete listing of professional journals read regularly by southeastern community college librarians. In

addition to an interest in professional reading, 194 of the 228 librarians belonged to a professional library association.

I designed the second section of the questionnaire to obtain information about work experience of southeastern community college librarians. Figure 1 shows their length of employment as librarians.

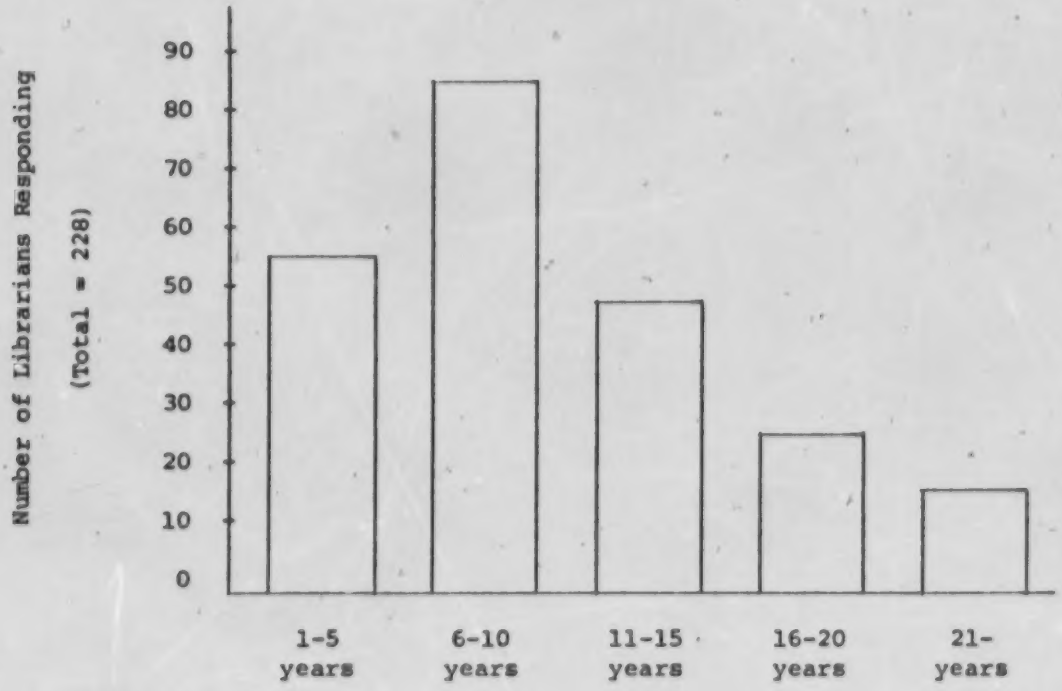

Fig. 1. Length of employment as a librarian.

Eighty-three librarians practiced librarianship at least six years. Fifty-three were in their first five years of employment as librarians, forty-eight possessed between eleven and fifteen years of library experience.

The majority of these librarians practiced in their present positions one through five years as shown in Figure 2.

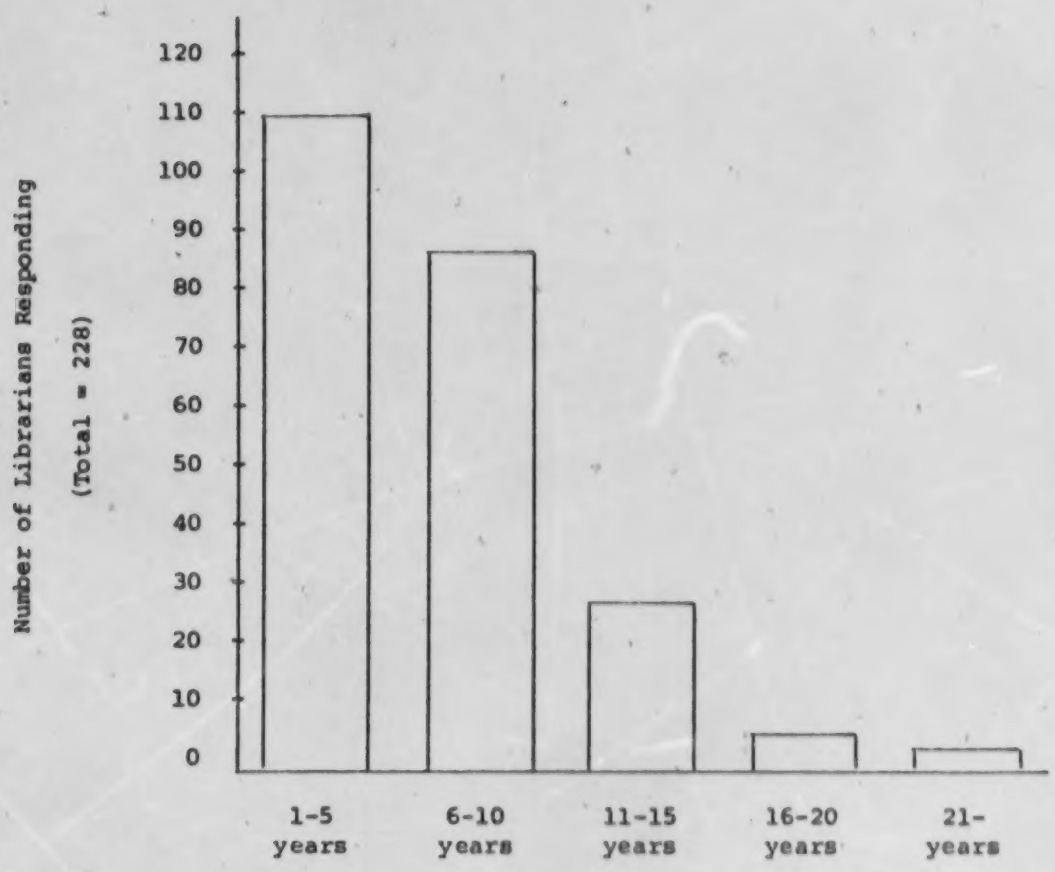

Fig. 2. Length of time in present position.

One hundred eleven southeastern community college librarians worked five years or less in their present position. Eighty-seven possessed six through ten years, and twenty-six librarians replied in the eleven through fifteen year category.

Their major responsibilities in their present positions included sometimes more than one of the five listed on the

survey. In addition, librarians mentioned several other responsibilities. Fourteen worked primarily with audio-visual materials, nine were media coordinators, and seven supervised interlibrary loan. Table 9 shows the number of southeastern community college librarians whose major areas of responsibility fall within one of the five categories on the survey.

TABLE 9

MAJOR RESPONSIBILITIES IN PRESENT POSITION

Responsibilities	Number	Percent[a]
Acquisitions	64	28.1
Cataloguing	78	34.2
Circulation	62	27.2
Periodicals	56	24.6
Reference	131	57.5

[a]Column is more than 100 percent because some librarians had more than one major area of responsibility.

The reference response rate proved high because several librarians combined reference work with another major area of responsibility. The other four areas of library service were represented fairly evenly.

Three questions dealt with community college policies which motivate librarians to continue their education.

Eighty-six percent of southeastern community college librarians indicated that they held faculty status. Fifty-two percent said that continuing education constituted a criterion for promotion at their community college, and thirty-six of the 228 librarians replied that their community college sponsored continuing education activities for librarians.

I asked southeastern community college librarians if they possessed experience in other types of libraries. Seventy percent said yes. Figure 3 shows these data.

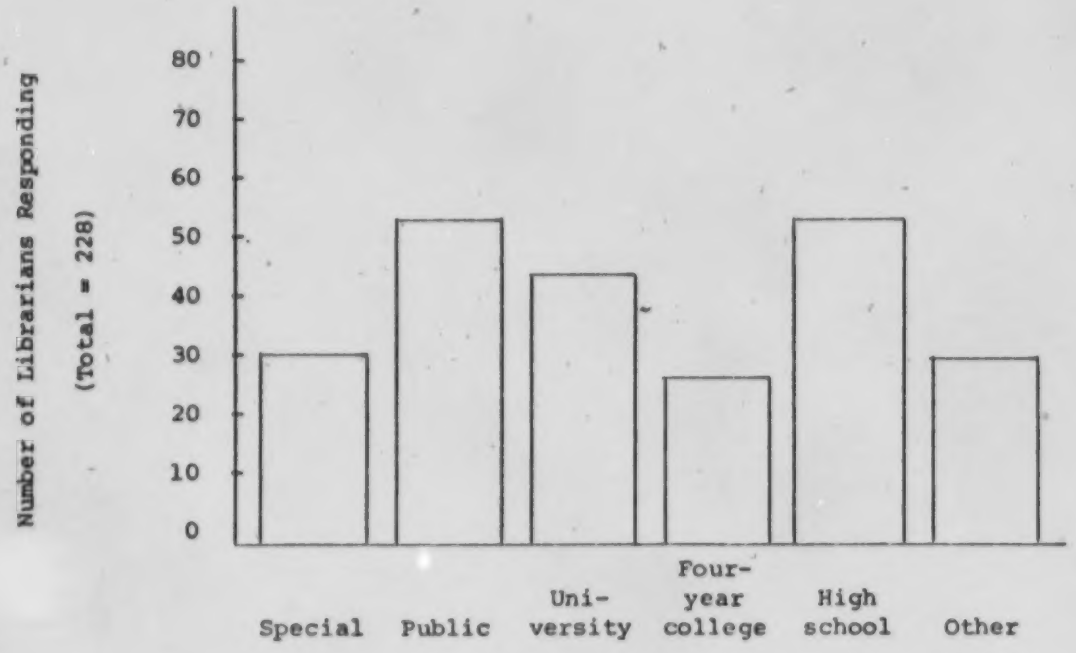

Fig. 3. Previous library work experience.

Some librarians' previous work experience extended to more than one type of library. Over fifty southeastern community college librarians worked previously in public or high school libraries, and forty-five stated they worked previ-

ously in university libraries. The majority of those that checked "other" obtained previous experience in junior high, elementary school, or military libraries.

Library Directors' Demographic Data

I designed demographic questions in the library directors' survey, to obtain information about their administrative units, and their librarians' continuing education. Sixty of 102 library directors considered their administrative unit a library, and five left the question blank.

None of the library directors evinced more than fifteen librarians in their administrative unit. Table 10 shows the distribution of directors in the first three categories.

TABLE 10

LIBRARIANS IN ADMINISTRATIVE UNIT

Librarians supervised	Directors	
	Number	Percent
1 through 5	87	85.3
6 through 10	6	5.9
11 through 15	9	8.8
Total	102	100.0

Eighty-seven of 102 community college library directors supervised 5 or fewer librarians. Six directors had six to

ten librarians in their administrative units, and nine directors supervised eleven to fifteen librarians.

Question 3 asked southeastern community college library directors how many of the librarians in their administrative unit participated in continuing education courses or workshops. Table 11 contains data from this question.

TABLE 11

LIBRARIANS' PARTICIPATION IN CONTINUING EDUCATION COURSES OR WORKSHOPS

Librarians participating in continuing education	Directors	
	Number	Percent
1 through 5	94	92.2
6 through 10	5	4.9
11 through 15	1	1.0
Total	100	100.0

Ninety-four directors or 92.2 percent responded that one through five of their librarians participated previously in continuing education courses or workshops. Two directors did not respond to the question.

Needs Data

Findings from the needs portions of the two surveys were grouped into six categories which included motivational factors, program format, program sponsorship, scheduling, subject content, and program leadership. Frequency tables were used to analyze data in these six categories. A chi-square analysis was employed to compare the librarians' needs with their directors' perceptions of those needs. The significance level was set at .05.

Eleven of the thirty-eight needs questions concerned factors that motivate community college librarians to participate in continuing education. Table 12 presents data from one of these factors.

TABLE 12

ENCOURAGEMENT BY SUPERIORS MOTIVATES

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	34	55	7	4	2	102
Librarians	81	124	9	11	3	228
Column total	115	179	16	15	5	330

df = 5, significance = 0.3010

Two hundred five of 228 librarians agreed or strongly agreed that encouragement by supervisors motivates librarians to

continue their education. Eighty-nine of 102 library directors also agreed or strongly agreed with the statement that encouragement by supervisors motivates. Responses of the two groups showed no significant difference.

Another similar survey item stated that opposition from superiors inhibits librarians from participating in continuing education programs. Table 13 shows directors' and librarians' responses to this statement. No significant difference existed; both directors and librarians responded positively to this statement. Several librarians commented on opposition from superiors. One stated that refusing to permit attendance proves a most effective detriment. Another said that opposition from superiors can kill the drive to participate in continuing education but not the desire.

TABLE 13

OPPOSITION FROM SUPERIORS INHIBITS

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	27	54	4	12	5	102
Librarians	66	108	19	26	9	228
Column total	93	162	23	38	14	330

df = 5, significance = 0.5708

Southeastern community college librarians and directors were asked if they believed specialization, self-fulfillment, and promotion constituted primary motives for participating in continuing education. Forty-one agreed that specialization proved a primary motivating factor. Fifty-nine percent of the two groups considered self-fulfillment a strong motivation for participating in continuing education programs. One librarian commented that desire for continued professional competency provides primary motivation. Forty-nine percent of librarians and directors agreed that desire for promotion motivates librarians to continue their education.

Question 24 asked librarians and directors if keeping abreast of knowledge in the field should provide a primary continuing education motivation for community college librarians. Table 14 shows the responses. This question received one of the most positive response rates. No one strongly disagreed, and only nine out of 330 indicated disagree or undecided. No significant difference existed.

Question 25 stated that desire to provide better service presents the strongest motivation for participating in continuing education. Table 15 contains librarians' and directors' responses to this question. Eighty-six percent of southeastern community college librarians and seventy-five percent of the directors agreed or strongly agreed with this statement. The differences between the two groups proved close to the significance level.

TABLE 14

NEED TO KEEP ABREAST OF KNOWLEDGE IN THE FIELD MOTIVATES

Survey participants	Survey responses SA	A	U	D	SD	Total
Directors	46	54	1	1	0	102
Librarians	99	122	4	3	0	228
Column total	145	176	5	4	0	330

df = 4, significance = 0.9503

TABLE 15

DESIRE TO PROVIDE BETTER SERVICE IS STRONGEST MOTIVATING FACTOR

Survey participants	Survey responses SA	A	U	D	SD	Total
Directors	29	48	9	15	1	102
Librarians	82	116	14	16	0	228
Column total	111	164	23	31	1	330

df = 5, significance = 0.0656

Two questions in the motivation category concerned chances to meet colleagues and job mobility. Sixty-five percent of librarians and directors agreed that the chance to meet colleagues motivates librarians to continue their education. Fifty-three percent of librarians and directors

agreed that desire for job mobility motivates.

Question 37 asked librarians and directors if they believed relevant subject matter motivates librarians to select particular continuing education courses. Table 16 contains their responses.

TABLE 16

RELEVANCY OF SUBJECT MATTER MOTIVATES

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	43	53	6	0	0	102
Librarians	109	114	4	1	0	228
Column total	152	167	10	1	0	330

df = 4, significance = 0.1714

Ninety-six of 102 directors agreed or strongly agreed that relevant subject matter motivates. Two hundred twenty-three of 228 librarians agreed or strongly agreed with this statement. No significant difference existed.

I designed the program format questions to provide information about preferred structures of courses and workshops. Question 3 asked librarians and directors if they believed the two or three day workshop provided a useful method of continuing education for community college librarians. Table 17 shows their responses. Ninety-four of 102 directors or 92 percent agreed or strongly agreed that two

or three day workshops provide useful continuing education. Eighty-one percent of the librarians agreed or strongly agreed that workshops proved useful. The difference between the two groups approached the significance level.

TABLE 17

TWO OR THREE DAY WORKSHOPS ARE USEFUL

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	29	65	5	3	0	102
Librarians	65	120	32	10	1	228
Column total	94	185	37	13	1	330

df = 5, significance = 0.0972

Question 4 stated that a six or eight week course provided the most effective method of continuing education for community college librarians. Table 18 contains replies of librarians and directors. The largest number of librarians and directors responded undecided about the value of six or eight week courses. Forty-one directors and seventy-two librarians did not believe six or eight week courses provided the most effective continuing education. No significant difference existed. Both librarians and directors commented that some of their negative and indecisive replies stemmed from librarians' difficulties in obtaining leaves of absence to attend courses. One librarian stated that courses

may prove effective but it is too difficult for community college librarians with large student populations and small staffs to get away.

TABLE 18

A SIX OR EIGHT WEEK COURSE IS MOST EFFECTIVE

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	10	16	35	36	5	102
Librarians	24	60	72	62	10	228
Column total	34	76	107	98	15	330

df = 5, significance = 0.2098

Several format questions dealt with whether those surveyed preferred a small, informal class; lectures; independent study; or group discussions. None of the questions reflected a significant difference between librarians' and directors' responses. Eighty-three percent of librarians and directors agreed or strongly agreed that group discussions proved beneficial. Seventy-six percent preferred small, informal classes. Sixty-two percent of the two survey groups favored courses or workshops designed around independent study. Twenty-one percent agreed or strongly agreed that lectures offered the preferred format for continuing education programs.

Three survey questions concerned sponsorship of library continuing education programs by local universities, community colleges, or library associations. None of the three questions showed a significant difference between librarians' and directors' responses. Seventy-four percent of the two groups surveyed agreed or strongly agreed that library associations should provide continuing education for librarians. Seventy-one percent believed that local universities would prove effective continuing education sponsors for librarians. Several librarians commented, however, that local universities do not always have library schools, and universities without library schools do not quality necessarily to provide librarians with continuing education. Fifty-three percent of the two survey groups favored community colleges as sponsors of library continuing education programs. One director commented that it might prove feasible, because of the close proximity of many community colleges, for three or more community colleges to provide collectively library continuing education programs.

I designed five questions to provide information about program scheduling. The first two concerned distance. Eighty-one percent of librarians and directors agreed that one hundred miles would not prove too far for community college librarians to travel to attend two or three day workshops. Sixty-four percent of the two groups surveyed agreed that fifty miles would not prove too far to travel to attend a six or eight week course. Several librarians

and directors qualified their agreement by stating the course should meet only one day a week if the travel distance was fifty miles. Three program schedule questions were designed to determine the times of day, week, and year when community college librarians preferred to participate in continuing education. Sixty-three percent of librarians and directors preferred evenings. Forty-five percent preferred continuing education courses conducted in summer months, and 36 percent preferred weekends for continuing their education. None of the findings in the program scheduling category reflected a significant difference.

Three survey questions were designed to obtain data about leadership of continuing education programs. Sixty-four percent of the two groups surveyed agreed that a leader in the field should conduct continuing education programs. The survey groups differed when asked if an instructor from a graduate library school should conduct continuing education programs. Table 19 shows their responses. More librarians than directors preferred continuing education programs conducted by a library school instructor. The difference proved significant. Comments from some directors indicated that they believed these instructors might not relate to community college librarians. Other directors stated that library school instructors might lack practical library experience. The two groups were asked if they considered instructional quality an important factor in library continuing

education courses. Eighty-nine percent of the librarians and directors responded affirmatively.

TABLE 19

CONTINUING EDUCATION SHOULD BE CONDUCTED
BY LIBRARY SCHOOL INSTRUCTOR

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	5	27	31	37	2	102
Librarians	17	89	62	50	10	228
Column total	22	116	93	87	12	330

df = 5, significance = 0.0493

Ten survey questions related to subject content of continuing education courses. Eighty-nine percent of librarians and directors agreed that continuing education courses designed especially for community college librarians would prove helpful. Data from eight subject content questions showed no significant difference. Ninety percent of the two survey groups agreed that new reference tools would prove relevant to continuing education needs of community college librarians. Eighty-six percent of librarians and directors agreed that a program on services for community college students would prove relevant. The next preferred subject content areas included automation with 84 percent, library instruction for community college students with 82 percent,

human relations with 79 percent, orientation for community college faculty with 68 percent, grant writing with 53 percent, and administration with 25 percent. The two groups differed in their replies to question 30 which said that a continuing education program of study should offer budgeting for community college libraries. The difference between replies of directors and librarians proved significant. More directors than librarians believed that a continuing education program of study should offer budgeting for community college libraries.

TABLE 20

BUDGETING FOR COMMUNITY COLLEGE LIBRARIES SHOULD BE A CONTINUING EDUCATION PROGRAM

Survey participants	Survey responses					Total
	SA	A	U	D	SD	
Directors	9	61	12	19	1	102
Librarians	32	151	29	16	0	228
Column total	41	212	41	35	1	330

df = 5, significance = 0.0189

Conclusions

I based findings reported in this chapter on surveys returned by 87 percent of 262 southeastern community college librarians and 88 percent of their directors. Appendix H

includes comments by both groups that were not applicable to specific results.

Educational background findings revealed that 85 percent of 228 southeastern community college librarians held master's degrees in library science. Most of them held undergraduate degrees in humanities or social science. Eighty-nine of 228 librarians participated in continuing education courses in librarianship. One hundred eighty-nine attended library workshops during the last five years. The majority of librarians were satisfied with what they learned from courses and workshops. Those librarians in their first five years of employment evinced a higher rate of course attendance than those with six through fifteen years of employment. Years of experience as a librarian did not influence workshop attendance. No relationship existed between continuing education as a criterion for promotion and course or workshop attendance. One hundred eighty-nine librarians participated in independent study by reading books related to library science.

Work experience findings revealed fifty-three librarians in their first five years of employment and eighty-three practicing between six and ten years. One hundred eleven librarians possessed one through five years' experience in their present positions. Over half the 228 librarians listed reference as a major responsibility. Some had more than one major area of rsponsibility. Eighty-six percent of the librarians held faculty status, and 52

percent said continuing education constituted a criterion for promotion at their community college. Seventy percent of the librarians possessed work experience in other types of libraries.

The directors' demographic findings showed that 58 percent considered their administrative unit a learning resource center with audio-visual and library materials. Over 85 percent of the directors supervised five or fewer librarians. Ninety-two percent of the 102 directors said that between one and five of their librarians participated previously in continuing education.

A chi square analysis of the needs responses of library directors and librarians revealed that only two of the thirty-eight needs questions showed a significant difference between librarians' continuing education needs and their directors' perceptions of those needs. The factors that motivated these 228 librarians most to participate in continuing education included the need to keep abreast of knowledge in the field, desire to provide better service, relevancy of subject matter, and encouragement by superiors.

Findings from the program format portion of the thirty-eight questions disclosed that 81 percent of the librarians favored two or three day workshops. A large number of librarians and directors were undecided about six or eight week courses because of scheduling problems. Eighty-three percent of librarians and directors agreed that courses and workshops should revolve around group discussions. Seventy-

six percent favored small, informal classes, and 62 percent preferred independent study.

Seventy-four percent of southeastern community college librarians and directors expected library associations to provide their continuing education. Seventy-one percent believed local universities provided effective sources of library continuing education. Fifty-three percent of the two survey groups favored community college sponsorship of continuing education programs for librarians.

Findings in the program scheduling category revealed that 81 percent of those surveyed would travel one hundred miles to attend a workshop, and 64 percent would travel fifty miles to attend a course. The leadership data indicated that southeastern community college librarians and directors wanted leaders in the field to conduct continuing education programs. Eighty-nine percent of the two survey groups considered instructional quality an important factor in designing library continuing education programs.

Findings in the subject content category disclosed that 89 percent of librarians and directors believed that courses designed especially for community college librarians would prove helpful. Ninety percent evinced interest in a continuing education program focusing on new reference tools for community college libraries. Eighty-six percent wanted programs on library services for community college students. The next three most popular subjects included automation of

libraries, library instruction for community college students, and human relations.

I employed the findings to design workshop and course models presented in Chapter V. I built model designs around the need findings categories of motivating factors, program format, program sponsorship, scheduling, subject content, and program leadership. I used demographic findings to determine the level of instruction required for the models.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Continuing education needs of southeastern community college librarians were assessed in order to obtain data for designing of model workshops and courses. Descriptive research was employed to complete the study. Demographic and needs data was obtained by surveying southeastern community college librarians and library directors. Two hundred twenty-eight librarians and 102 directors completed the survey instruments. Demographic data was analyzed in terms of percentages, frequency counts, and cross tabulation of selected items and presented in tables and bar graphs. Frequency tables were utilized to analyze the needs assessment portions of the two surveys. In addition, a chi-square analysis was employed to compare responses of the two groups to the needs assessment questions.

Conclusions

The findings provided answers to the following research questions:

1. What are the educational backgrounds of community college librarians in the southeastern United States?
2. What are the work experiences of southeastern community college librarians?
3. What do southeastern community college librarians perceive as their continuing education needs?
4. What do southeastern community college library directors perceive as the continuing education needs of their librarians?
5. What continuing education workshops and courses will meet these needs effectively?

I defined the variable of work experience as previous professional employment and present employment. Educational background included degree and non-degree education at pre- and post-master's levels. Continuing education needs encompassed personal growth, professional growth, promotion requirements, job mobility, training for specific kinds of libraries, and environmental conditions of location and time.

Demographic findings relating to the first research question indicated that 85 percent of southeastern community college librarians earned their master's degree in library

science. The majority of librarians surveyed earned undergraduate degrees in humanities or social science. Most of their formal continuing education consisted of workshop attendance. Only eighty-nine of 222 southeastern community college librarians have taken courses. Forty-two percent of these eighty-nine librarians possessed less than six years' experience as a librarian. No relationship existed between continuing education as a criterion for promotion and course or workshop attendance. Only forty-six southeastern community college librarians completed research projects, but 189 studied independently by reading books related to library science.

Educational background data indicated that 85 percent of southeastern community college librarians received training in basic library skills. Continuing education courses or workshops designed for this group should update and expand library school training. The majority of southeastern community college librarians did not receive their undergraduate degrees in science. They need beginning level continuing education programs in library technology. Their course and workshop attendance reflects their interest in continuing education. The high workshop attendance rate of librarians with less than six years' experience suggests that some workshops should be designed to meet needs of those in their first few years of librarianship. The large number of southeastern community college librarians

who studied independently shows their strong motivation to update and expand their library skills.

The second research question dealt with the work experiences of southeastern community college librarians. Findings disclosed that librarians with less than six years' experience constitute approximately one quarter of prospective participants in continuing education programs. Sixty percent possessed less than eleven years of library experience. One hundred eleven of 228 librarians worked less than six years in their present positions. From the responses to the directors' questionnaire, I learned that 58 percent of the community college libraries included in the survey were learning resource centers. Over half the 228 librarians listed reference as a major responsibility. Often, they combined reference with another major responsibility. Eighty-six percent of southeastern community college librarians held faculty status, but only 52 percent said continuing education constituted a criterion for promotion at their community college. In addition to their community college experience, 70 percent of the librarians surveyed had worked in other types of libraries.

Work experience findings indicated a need to design the majority of continuing education programs for librarians in their first ten years of librarianship. These librarians need programs concerned with specialized information as well as programs that update and expand their basic skills. Over half of the southeastern community col-

lege librarians listed reference as a major area of responsibility and probably would want some continuing education programs related to reference. Since learning resource centers composed 58 percent of libraries in the survey, many of the librarians should evince interest in audio-visual services and materials. Faculty status may increase librarians' motivation to participate in continuing education programs. Librarians with faculty status usually receive more recognition for their continuing education efforts, and often they can obtain leaves of absence to attend continuing education activities. The fact that 70 percent of librarians surveyed had worked in other types of libraries should enrich continuing education programs designed around group discussions and small, informal classes. Their previous work experiences may prove applicable to community college librarianship which reflects a composite of public, special, university, and four-year college library work.

The third and fourth research questions addressed continuing education needs of southeastern community college librarians as expressed by librarians and their directors. A chi-square analysis of the needs responses of library directors and librarians revealed that only two of the thirty-eight needs questions showed a significant difference between librarians' continuing education needs and their directors' perceptions of those needs. The differences concerned whether subject content for a continuing

education program should include budgeting, and the type of instructor who should teach continuing education programs. The directors believed that an instructor from a library school might not possess enough practical experience in community college librarianship to provide meaningful instruction. They wanted their librarians to understand community college library budgeting. In both instances, their librarians took the opposite positions. These two differences are not substantial enough to undermine cooperation of librarians and directors in planning continuing education programs. The other thirty-six needs findings provide ample information for designing continuing education programs.

The need to keep abreast of knowledge in the field and to give better service motivates community college librarians to participate in continuing education. Programs that meet these needs should provide information that updates and expands their basic library training and relates this information to community college librarianship. In addition, encouragement by superiors motivates community college librarians to participate in continuing education. Forms of encouragement include informing librarians of continuing education programs, providing time and sometimes money to attend, and recognizing post-master's level accomplishments.

Needs findings indicated that the majority of librarians and directors favored continuing education programs centered around a two or three day workshop. Those who

wanted to attend courses preferred a group discussion format. Their second and third choices for course format included small, informal classes and independent study. Most southeastern community college librarians expected library associations or local universities to sponsor workshops and courses. They wanted leaders in the field to instruct them. Eighty-one percent would travel one hundred miles to attend workshops, and 64 percent would travel fifty miles to attend courses. Sixty-three percent preferred evening classes. The majority of southeastern community college librarians favored courses designed for community college librarians. Over 90 percent wanted a course in new reference tools. Other subjects in order of preference included library services for community college students, automation of libraries, library instruction for community college students, and human relations.

Question five asked what continuing education workshops and courses would meet these needs effectively. I answered this question by designing model courses and workshops around the needs survey findings. Four models were developed.

Needs category items that received the most favorable responses from southeastern community college librarians and directors were utilized to design the following general model for a continuing education course.

General Model for a Course

Subject content: Study of a specialized area of community college librarianship

Participants: Thirty-five or fewer southeastern community college librarians within a fifty-mile radius of course location

Instructor: A leader in the field of community college librarianship

Sponsor: A library association in the area

Location: Within a fifty-mile radius of prospective participants

Instructional format: Group discussion

Duration: Eight weeks

Time: Three hours one evening a week

Level: Post-master's

Objective: To provide instruction in a segment of community college librarianship by describing and discussing goals, objectives, personnel, functions, and problems of the area so that participants will demonstrate knowledge of this portion of community college librarianship through written and verbal presentations

Planners of continuing education courses can apply this model to any of the major segments of community college librarianship. Librarians in their first five years of

employment in a community college should find a course based on this model especially helpful.

I employed needs findings to develop a general model for workshops for community college librarians.

General Model for Workshop

Subject content: Updating a basic library skill

Participants: Thirty-five or fewer southeastern community college librarians within a one hundred mile radius of the workshop location

Instructor: A leader in the library field

Sponsor: A library association in the area

Location: Within a one hundred mile radius of prospective participants

Instructional format: Group discussion

Duration: Three consecutive days

Time: 9:00 A.M. to 5:00 P.M.

Level: Post-master's

Objective: To update a library skill learned in the master's degree program by describing and discussing current trends and practices related to the library technique so that participants will demonstrate an updated knowledge of the skill through written and verbal presentations

This model outlines the format, scheduling, location, and other workshop needs expressed by southeastern community college librarians. Planners should use it to design a workshop which presents current trends and practices of any area of community college librarianship.

I designed a model for a course on new reference tools applicable to community college libraries since 90 percent of southeastern community college librarians and directors considered this a relevant subject.

Model for a Specific Course

Subject content: New reference tools and techniques applicable to community college libraries

Participants: No more than thirty-five southeastern community college librarians within a fifty mile radius of course location

Instructor: A leader in library reference with experience in community college library reference work

Sponsor: Local university

Location: Within fifty mile radius of prospective participants

Instructional format: Small, informal class

Duration: Eight weeks

Time: Three hours one evening a week

Level: Post-master's

Objective: To provide community college librarians with information about new reference tools and techniques by describing and examining reference materials, and discussing and demonstrating reference procedures so that participants who complete the course will be able to identify through written and verbal examination new reference tools and methods applicable to community college libraries

Someone who has reference work experience with community college students should teach this course since this is the area in which community college libraries differ most from other types of libraries. Community college reference librarians serve student populations that vary in academic preparation, aptitudes, ages, economic backgrounds, and career goals. These students often possess little training in library skills. Community college reference librarians must employ a variety of techniques and materials in their reference work with community college students.

Southeastern community college librarians and directors chose services for community college students as their second choice for subject content of a continuing education program. I designed a workshop model to meet this need.

Model for a Specific Workshop

Subject content: Services for community college students

Participants: Thirty-five or fewer southeastern community college librarians within a one hundred mile radius of the workshop location

Instructor: A leader in community college librarianship

Sponsor: A local university

Location: Within a one hundred mile radius of prospective participants

Instructional format: Group discussion

Duration: Three consecutive days

Time: 9:00 A.M. to 5:00 P.M.

Level: Post-master's

Objective: To help community college librarians plan library programs for their student populations by identifying, describing, and discussing library services for community college students so that 90 percent of workshop participants will demonstrate an understanding of these services through written examination

Workshop planners can employ this model to identify and discuss student services in a specific area of community college librarianship or to include all community college library services for students. The workshop leader should have several years' community college library experience in refer-

ence, periodicals, media, or other service areas of community college librarianship.

Recommendations

I developed recommendations for the continuing education of southeastern community college librarians based on answers to the five research questions. I recommend the following actions to southeastern community college librarians and directors:

1. Southeastern community college librarians and directors should form a library association to exchange information and coordinate continuing education efforts. The association would provide the framework for formal continuing education planning, and would be a source of informal continuing education where community college librarians could discuss mutual services and their experiences with library technology.
2. Southeastern community college librarians and directors should take responsibility for planning and implementing their own continuing education programs. They should not rely on other groups of librarians to offer continuing education programs that may not meet needs of community college librarians.

3. The program planners should contact the groups they want to sponsor their continuing education courses and workshops and let them know their needs.
4. Planners of continuing education programs for community college librarians should utilize four models in this study as planning guides.
5. Instructional format for courses and workshops should center around group discussions or small, informal classes.
6. Course and workshop enrollment should be limited to thirty-five since the two formats selected by the librarians and directors depend on group participation.
7. In addition to relying on subject content findings of this study, continuing education program planners should conduct additional subject content needs assessments at periodic intervals. Subject content needs may vary with societal changes.
8. Instructors selected for continuing education programs should have worked or be employed presently in a community college library.
9. The site selected for community college library continuing education courses should be in a fifty mile radius of prospective participants.

11. Planners should investigate the possibility of relating individual courses on aspects of community college librarianship to a larger program of study with credit toward an advanced degree.
12. Southeastern community college library directors and other community college administrators should encourage their librarians to participate in continuing education through financial assistance, study leaves, and recognition of educational achievements.
13. The proposed library association should publish a continuing education newsletter and send it to southeastern community college librarians. They should publish the newsletter on a regular basis and inform librarians of pending continuing education programs. In addition, it should contain information about services initiated by southeastern community college libraries and technological advances applicable to these libraries.

Results and recommendations of the study will be distributed to southeastern community college librarians and library directors who participated in the needs assessment. In addition, study findings and recommendations will be sent to the Continuing Library Education Network and Exchange (CLENE) for its information and possible assistance. The writer will contact southeastern community college librarians and library directors regarding their interest in forming a library association to exchange information and coordinate continuing

education efforts. If an association is formed, it will be utilized to implement the other twelve recommendations.

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APPENDICES

MAP OF STATES INCLUDED IN SURVEY

APPENDIX A

APPENDIX B

CONTINUING EDUCATION SURVEY OF SOUTHEASTERN COMMUNITY COLLEGE LIBRARIANS

The following questionnaire was designed to assess the continuing education needs of southeastern community college librarians. Please place a check in one or more of the brackets for questions 1 through 18. Thank you.

EDUCATIONAL BACKGROUND

1. What degrees have you earned beyond your bachelor's degree?

   ( ) a. Master's in Library Science

   ( ) b. Other (please specify) _____

2. What was your field of study for your bachelor's degree?

   ( ) a. Humanities

   ( ) b. Social science

   ( ) c. Science

   ( ) d. Other (please specify) _____

3. Have you taken any courses related to librarianship since your last degree?

   ( ) a. Yes

   ( ) b. No

4. If you answered yes to question 3, did you learn what you expected to learn from the courses?

   ( ) a. Yes

   ( ) b. No

5. Have you attended any workshops related to librarianship during the past five years?

   ( ) a. Yes

   ( ) b. No

6. If you answered yes to question 5, did you learn what you expected to learn from the workshops?

   ( ) a. Yes

   ( ) b. No

7. Have you completed any research projects related to library science in the past five years?

   ( ) a. Yes

   ( ) b. No

8. Have you read any books related to library science in the past year?

   ( ) a. Yes

   ( ) b. No

9. What professional journal do you rely on the most for updating your knowledge and skills?

   _____

10. Do you belong to any library associations?

   ( ) a. Yes

   ( ) b. No

WORK EXPERIENCE

11. How many years have you been employed as a librarian?

   ( ) a. 1 through 5 years

   ( ) b. 6 through 10 years

   ( ) c. 11 through 15 years

   ( ) d. 16 through 20 years

   ( ) e. More than 20 years

12. How long have you been in your present position?

( ) a. 1 through 5 years

( ) b. 6 through 10 years

( ) c. 11 through 15 years

( ) d. 16 through 20 years

( ) e. More than 20 years

13. What are your major responsibilities in your present position?

( ) a. Acquisitions

( ) b. Cataloging

( ) c. Circulation

( ) d. Periodicals

( ) e. Reference

( ) f. Other (please specify) _____

14. Do you have faculty status?

( ) a. Yes

( ) b. No

15. Is continuing education a criterion for promotion at your community college?

( ) a. Yes

( ) b. No

16. Have you worked in other types of libraries, in addition to community college libraries?

( ) a. Yes

( ) b. No

17. If you answered yes to question 16, identify the types of libraries in which you have worked as a professional librarian.

( ) a. Special library

( ) b. Public library

( ) c. University library

( ) d. Four-year college library

( ) e. High school library

( ) f. Other (please specify) _____

18. Does your community college sponsor any continuing education activities for librarians?

( ) a. Yes

( ) b. No

CONTINUING EDUCATION NEEDS

Instructions: Below are statements with which you should indicate your agreement or disagreement. Please circle a letter below each statement to indicate your feelings. If you strongly agree with the statement, circle SA; if you agree with it, circle A; if you are undecided, circle U; if you disagree, circle D; and if you strongly disagree, circle SD.

1. Encouragement by superiors motivates librarians to continue their education.

SA A U D SD

2. Opposition from superiors inhibits librarians from participating in continuing education programs.

SA A U D SD

3. The two- or three-day workshop is a useful method of continuing education for community college librarians.

SA A U D SD

4. A six- or eight-week course is the most effective method of continuing education for community college librarians.

SA A U D SD

5. Local universities are effective sources of continuing education for librarians.

SA A U D SD

6. Community colleges should provide continuing education for librarians.

SA A U D SD

7. Library associations should provide continuing education for librarians.

SA A U D SD

8. It would not be too far to travel 100 miles to attend a two- or three-day workshop.

SA A U D SD

9. A distance of 50 miles is not too far to travel to attend a six- or eight-week course.

SA A U D SD

10. Specialization is a primary motive for participating in continuing education.

SA A U D SD

11. Self-fulfillment is one of the primary motives for participation of community college librarians in continuing education.

SA A U D SD

12. Promotion is one of the primary motives for participation of community college librarians in continuing education.

SA A U D SD

13. A leader in the field is the best source of instruction for continuing education programs.

SA A U D SD

14. Continuing education should be conducted by an instructor who is an accomplished teacher from a graduate library school.

SA A U D SD

15. Short intensive courses are effective.

SA A U D SD

16. Courses built around independent study are useful.

SA A U D SD

17. Lectures are the preferred format.

SA A U D SD

18. The most effective format for continuing education is small, informal classes.

SA A U D SD

19. Continuing education courses designed especially for community college librarians would be helpful.

SA A U D SD

20. Continuing education courses designed around group discussions are beneficial.

SA A U D SD

21. Weekends are the best times for continuing education programs.

SA A U D SD

22. Continuing education courses should be conducted in the summer months.

SA A U D SD

23. Evenings are desirable times for continuing education programs.

SA A U D SD

24. Keeping abreast of knowledge in the field should be a primary continuing education motivation for community college librarians.

SA A U D SD

25. A desire to provide better service is the strongest motivation for participating in continuing education.

SA A U D SD

26. A chance to meet colleagues motivates librarians to participate in continuing education.

SA A U D SD

27. Librarians are motivated to participate in continuing education by the desire to increase their job mobility.

SA A U D SD

28. Administration of community college libraries is the best subject content for continuing education programs.

SA A U D SD

29. Automation of community college libraries is a relevant topic.

SA A U D SD

30. Budgeting for community college libraries should be offered as a continuing education program of study.

SA A U D SD

31. A preferred subject content would be grant writing.

SA A U D SD

32. Study of new reference tools would be relevant to continuing education needs of community college librarians.

SA A U D SD

33. A preferred subject content would be orientation for community college faculty.

SA A U D SD

34. Human relations is a relevant topic for a continuing education program.

SA A U D SD

35. Library instruction for community college students should be offered as a continuing education program of study.

SA A U D SD

36. A program on services for community college students would be relevant to continuing education needs of community college librarians.

SA A U D SD

37. Relevancy of subject matter motivates librarians to select a particular continuing education course.

SA A U D SD

38. Quality of instruction is an important factor in selection of continuing education courses.

SA A U D SD

APPENDIX C

CONTINUING EDUCATION SURVEY OF SOUTHEASTERN COMMUNITY COLLEGE LIBRARY DIRECTORS

The purpose of this questionnaire is to determine what community college library directors perceive as the continuing education needs of their librarians. Please place a check in one of the brackets for each question. Thank you.

1. How would you classify your administrative unit?

   ( ) a. Learning Resource Center

   ( ) b. Library

   ( ) c. Other (please specify) _____

2. How many librarians are in your administrative unit?

   ( ) a. 1 through 5

   ( ) b. 6 through 10

   ( ) c. 11 through 15

   ( ) d. 16 through 20

3. How many of your librarians have participated in continuing education courses or workshops?

   ( ) a. 1 through 5

   ( ) b. 6 through 10

   ( ) c. 11 through 15

   ( ) d. 16 through 20

CONTINUING EDUCATION NEEDS

Instructions: Below are statements with which you should indicate your agreement or disagreement. Please circle a letter below each statement to indicate your feelings. If you strongly agree with the statement, circle SA; if you agree with it, circle A; if you are undecided, circle U; if you disagree, circle D; and if you strongly disagree, circle SD.

1. Encouragement by superiors motivates librarians to continue their education.

   SA A U D SD

2. Opposition from superiors inhibits librarians from participating in continuing education programs.

SA A U D SD

3. The two- or three-day workshop is a useful method of continuing education for community college librarians.

SA A U D SD

4. A six- or eight-week course is the most effective method of continuing education for community college librarians.

SA A U D SD

5. Local universities are effective sources of continuing education for librarians.

SA A U D SD

6. Community colleges should provide continuing education for librarians.

SA A U D SD

7. Library associations should provide continuing education for librarians.

SA A U D SD

8. One hundred miles would not be too far for community college librarians to travel to attend a two- or three-day workshop.

SA A U D SD

9. A distance of fifty miles is not too far for community college librarians to travel to attend a six- or eight-week course.

SA A U D SD

10. Specialization is one of the primary motives for community college librarians' participation in continuing education.

SA A U D SD

11. Self-fulfillment is one of the primary motives for the participation of librarians in continuing education.

SA A U D SD

12. Promotion is one of the primary motives for the participation of librarians in continuing education.

SA A U D SD

13. A leader in the field is the best source of instruction for continuing education programs.

SA A U D SD

14. Continuing education should be conducted by an instructor who is an accomplished teacher from a graduate library school.

SA A U D SD

15. Short intensive courses are effective.

SA A U D SD

16. Courses built around independent study are useful.

SA A U D SD

17. Lectures are the preferred format.

SA A U D SD

18. The most effective format for continuing education is small, informal classes.

SA A U D SD

19. Continuing education courses designed especially for community college librarians would be helpful.

SA A U D SD

20. Continuing education courses designed around group discussions are beneficial.

SA A U D SD

21. Weekends are the best times for continuing education programs.

SA A U D SD

22. Continuing education courses should be conducted in the summer months.

SA A U D SD

23. Evenings are desirable times for continuing education programs.

SA A U D SD

24. Keeping abreast of knowledge in the field should be a primary continuing education motivation for community college librarians.

SA A U D SD

25. A desire to provide better service is the strongest motivation for participating in continuing education.

SA A U D SD

26. A chance to meet colleagues motivates librarians to participate in continuing education.

SA A U D SD

27. Librarians are motivated to participate in continuing education by the desire to increase their job mobility.

SA A U D SD

28. Administration of community college libraries is the best subject content for continuing education programs.

SA A U D SD

29. Automation of community college libraries is a relevant topic.

SA A U D SD

30. Budgeting for community college libraries should be offered as a continuing education program of study.

SA A U D SD

31. A preferred subject content would be grant writing.

SA A U D SD

32. Study of new reference tools would be relevant to continuing education needs of community college librarians.

SA A U D SD

33. Preferred subject content would be orientation for community college faculty.

SA A U D SD

34. Human relations is a relevant topic for a continuing education program.

SA A U D SD

35. Library instruction for community college students should be offered as a continuing education program of study.

SA A U D SD

36. A program on services for community college students would be relevant to the continuing education needs of community college librarians.

SA A U D SD

37. Relevancy of subject matter motivates librarians to select a particular continuing education course.

SA A U D SD

38. Quality of instruction is an important factor in selection of a continuing education course.

SA A U D SD

APPENDIX D

11213 S.W. 110th Lane
Miami, Florida 33186

As a librarian at Miami-Dade Community College South Campus, I am researching continuing education needs of community college librarians. The enclosed questionnaire assesses those needs.

I am especially interested in your response since you are a prospective participant in any courses or workshops that would be established. The enclosed questionnaire has been field tested on librarians of twelve publicly supported community colleges in Pennsylvania, Illinois, and Texas.

Please complete the attached questionnaire within the next ten days and return it in the enclosed stamped, self-addressed envelope. I welcome any comments you may have concerning any aspect of continuing education not covered in the questionnaire, and I will send you a summary of questionnaire results if you desire. Thank you for your cooperation.

Sincerely yours,

Marcia J. Fallon

Enclosure

APPENDIX E

12213 S.W. 110th Lane
Miami, Florida 33186

As a librarian at Miami-Dade Community College South Campus Library, I am researching the continuing education needs of southeastern community college librarians. The enclosed questionnaire is designed to measure your perception of the continuing education needs of your librarians. In addition, your librarians will be receiving a needs assessment questionnaire.

The data from the questionnaire will be used to design model courses and workshops for southeastern community college librarians that can be used in the planning of continuing education programs. The enclosed questionnaire has been field tested on library directors of twelve publicly supported community colleges in Pennsylvania, Illinois, and Texas.

Please complete the attached questionnaire within the next ten days and return it in the enclosed stamped, self-addressed envelope. I welcome any comments you may have concerning any aspect of continuing education. I will send you a summary of questionnaire results if you desire. Thank you for your cooperation.

Sincerely yours,

Marcia J. Fallon

Enclosure

APPENDIX F

Dear [Librarian or Library Director]:

I am concluding the data-collecting phase of my study on continuing education needs of community college librarians in Florida and have not received your response.

Since community college librarians may differ greatly in their continuing education needs, and I want the results of the study to be as accurate as possible, I cannot overemphasize the importance of receiving your completed questionnaire.

A copy of the questionnaire is enclosed for your convenience in replying.

Sincerely yours,

Marcia J. Fallon

Enclosures

APPENDIX G

PROFESSIONAL JOURNALS READ BY SOUTHEASTERN COMMUNITY COLLEGE LIBRARIANS

Title	Number Who Read It
ASIS Journal	1
American Libraries	43
Audiovisual Instruction	21
Booklist	1
Change	1
Choice	3
Chronicle of Higher Education	2
Community and Junior College Journal	2
College and Research Libraries	31
Educational and Industrial Television	1
Florida Libraries	2
Graphic Art	1
Instructional Technology	1
Journal of Academic Librarianship	3
Journal of Automation	2
Library Journal	63
Library of Congress Cataloging Service Bulletin	1
Library Resources and Technical Services	2
Library Technology Reports	1
Library Trends	3
MLA Bulletin	1
Media and Methods	1
Medical Technology	1

Title	Number Who Read It
North Carolina Libraries	2
Publishers Weekly	2
RQ	1
Southeastern Librarian	2
Special Libraries	1
Tennessee Librarian	2
Today's Education	1
Wilson Library Bulletin	1

APPENDIX H

COMMENTS OF LIBRARIANS AND DIRECTORS

Librarians

1. "Thank you for giving me the opportunity to respond to this questionnaire. I would like to see one other point addressed as well. This is the importance of alerting the administration and staff of the community college to the resources to be found in the library/ learning resources center."

2. "I believe that librarians in geographical situations such as I would greatly benefit from correspondence courses. I am considering that route since I cannot attend college during the regular school year."

3. "There is a great need for continuing education. Our cataloger has looked for a course for two years."

4. "I feel more course work is excellent if it meets the individual's goals. Some wish to direct the entire area and others wish to specialize."

5. "With the present question of certification and re-certification of community college librarians, need of continuing education courses becomes more pertinent and possibly vital. I always enjoy learning and expect all librarians enjoy becoming more expertise in specific areas which allow more efficient or better services to be offered."

6. "In view of the efforts of ALA to make librarians partners of social workers instead of adhering to the basic library functions, it will be advisable to have continuing education emphasize the new mechanical adjunct to library service and to further librarianship for its own self and not for certain categories of our society."

7. "Continuing education should be a 'how to do it' workshop. To provide a 'pool' of trained personnel, most instruction should be of a very practical nature, designed for the uniqueness of the community college personnel. Continuing education should avoid courses of theory, philosophy, and history."

8. "I would like very much to be included in any classes which are planned as a result. Classes on automation, budgeting, working with the handicapped, and public relations would be good."

9. "Other than automation, you neglect to mention any topics of interest to those in technical services. These areas, unfortunately, constitute some of the most serious problems in community colleges due primarily to neglect over the years."

10. "I am continually optimistic about the possibilities that graduate schools will re-evaluate their courses and rejuvenate their faculty in library schools to improve the quality and relevance of this ever changing field. I hope I never give up hope."

Directors

1. "A desire to provide better service should be the strongest motivation for participating in continuing education but it is not."

2. "Your questionnaire is heartily welcomed. We all need this sort of continuing education, and I hope the results will be some very useful workshops."

3. "All of this sounds good, but when the administration you work for is against further education for everyone except themselves you are really caught."

4. "It is my opinion that community college librarians take courses to extend their certificate or receive a promotion."

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

JUN 60 1980